Contagion : Scientific Periodical of Public Health and Coastal Health 4(2)(2022)
ISSN : http://jurnal.uinsu.ac.id/index.php/contagion

Toddler Social Development Based on SKAP Data in West Java

Ade Saputra Nasution[1], Fitri Dian Nila Sari[2], Rindang Ekawati[3], Dadang Suhenda[3]

[1]Program Studi Kesehatan Masyarakat, Fakultas Ilmu Kesehatan Masyarakat, Universitas Ibn Khaldun
[2]Program Studi Gizi, Fakultas Ilmu Kesehatan, Universitas Nahdlatul Ulama Sumatera Utara
[3]Pusat Riset Kependudukan BRIN

*Email corependensi : adenasutioners@gmail.com

Track Record Article

Accepted: 10 November 2022
Published: 10 December 2022

How to cite :
Nasution, A. S. (2022). Toddler Social Development Based on SKAP Data in West Java. *Contagion: Scientific Periodical Journal of Public Health and Coastal Health*, 4(2), 213–220.

Abstract

The social development of toddlers has recently become important because it is a crisis period in the formation of the toddler's self-character when he grows up. The number of children a family has will be a challenge to form from the social development of the toddler itself. This study analyzes the influence of social development factors for toddlers. The data used is secondary data from SKAP 2019 West Java Province which was processed using chi-square to examine an effect between the independent variables (use of contraceptives, mother's education and ideal number of children) using a cross-sectional design with 2,803 respondents. Maternal education variable (0.000) <0.05 means that it has an influence on the social development of toddlers, the ideal number of children (0.003) <0.05 means that it has an influence on the social development of toddlers and the use of contraception (0.226) > 0.05 means that it has no effect with the social development of toddlers. Variable mother's education and the ideal number of children affect the development of toddlers in West Java Province.

Keywords: contraceptive use, ideal number of children, mother's education, social development

INTRODUCTION

Health development is part of an effort to develop a complete human being, one of which is carried out through a child health effort that is carried out as early as possible when the child is still in the womb (Fatnamartiana, 2019). Maternal health efforts carried out before and during pregnancy until the birth process are aimed at producing offspring that are born in a safe and healthy condition. Health efforts carried out from the time the child is still in the womb until the first five (5) years of life aimed at maintaining the child's survival as well as at the same time improving the child's quality of life in order to achieve optimal growth and development both physically, emotionally, mentally and socially (Putri, 2018). Children have a characteristic that is always growing and developing from conception to the end of adolescence. This is what distinguishes children from adults. Non-small adult children show characteristics of growth and development appropriate to their age (Emryssyah, 2021).

Holistically organized development, growth and development of children is an integral part of an effort to maintain the life, development and protection of children and mothers (Anzani, 2020). The high number of children under five in Indonesia, as a potential

generation of the nation's successor, the quality of development and growth of children under five in Indonesia needs serious attention in order to get good nutrition, adequate service, good stimulation and access to quality health including detection of irregularities or early intervention on growth. so that it can grow and develop optimally in accordance with it with its genetic potential and capability to compete in the global era (Khoiruddin, 2018).

Development is the development of a more complex ability, structure and function of the body in a predictable and orderly pattern, which is the result of a process of maturation or maturity (Indanah, 2019). The process of development can also involve the existence of a process of differentiation of cells, tissues, organs, organ systems and the body that develops in such a way that each of them can fulfill its function (Syahrul, 2021).

Growth and development is a continuous effort that occurs since the process of conception and this continues into adulthood (Matanari, 2020). It is in this stage to reach adulthood that children must go through a process of growth and development (Indanah, 2019). The achievement of optimal growth and development depends on the individual's biological potential which is the result of the process of interaction between genetic factors and the bio-physico-psychosocial environment (biological, physical and psychosocial). Unique stages and different end results give each child its own characteristics (Nurhasanah, 2021).

Social development is now increasingly understood as a crisis in toddler development. This is caused because toddlers are formed through developmental stages in the learning process (Ismiatun, 2020). Toddler social development includes managing, understanding, recognizing what feelings and emotions they are experiencing, understanding why and how it can happen, recognizing the feelings of others and oneself, and developing the most effective ways to manage them and interact with those around them with a sense of appreciate and good (Dewi, 2020). Along with the growth stages of toddlers, social development of toddlers will also become increasingly complex because this depends on the experiences toddlers get (Arifin, 2020). Because of this, developing the ability to manage emotions can be very important for a toddler's mental health (Fatnamartiana, 2019).

It is this stage of learning at this time that can influence the development of the next stage. The period of infant development until entering elementary school age will be a strong learning "foundation" for toddlers to develop social emotional skills to become healthier and ready to face the next stage of development which is even more complicated. It is at this

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crisis stage that will be the right time to lay the foundation for the development of toddler abilities (Dewi, 2018).

Early age is also said to be a golden age or critical development process. At this stage the majority of cells, brain tissue functions to control all of the activities and qualities of every human being (Fitri, 2020). The first two (2) years of human life are very important for the development of toddlers. Toddlers begin to develop visual, sensory and auditory motor skills which are stimulated through the environment around them (Khoiruddin, 2018). Based on the problems that arise on social development in toddlers, the researcher is interested in studying the factors that can influence the social development of toddlers in West Java Province.

METHODS

This study used secondary data from the 2019 KKBPK Program Performance and Accountability Survey (SKAP). A cross-sectional study approach was used as a quantitative research design. The independent variables used were the use of contraception, and the ideal number of children while the dependent variable was social development. To see the effect between the independent and dependent variables, the Chi-Square test with 95% CI was used on a sample of 2,803 respondents. After screening of blank data, incomplete or blank data, it will be removed from the sample and only data that is entered into the sample. just filled in completely. The sampling technique used in collecting SKAP data uses a random sampling technique. The 2019 SKAP data has passed ethical review No. 454/LB.02/H4/2019 whose collection or measurement was carried out in West Java Province in 2019.

RESULTS

The results of this study analyzed the relationship between the variables of contraceptive use, mother's education and the ideal number of children with the social development of toddlers in West Java based on SKAP 2019 data.

Table 1. Effect of Contraceptive Use, Mother's Education and Ideal Number of Children on Toddler Social Development

Variable	Aspects of Toddler Social Development						P-Value
	Good		Bad		Total		
	n	%	n	%	n	%	
Contraceptive Use							
Use	997	51.3	945	48.7	1942	100	0,226
Do not use	456	53.0	405	47	861	100	
Mother's Education							
Hight	701	47.4	779	52.6	1480	100	0,000
Low	752	56.8	571	43.2	1323	100	
Ideal number of children							
Ideal	958	53.9	821	46.1	1779	100	0,003
Not ideal	492	48.4	525	51.6	1017	100	

The table above illustrates the analysis of the mother's education variable having a p-value of 0.000 <0.05, which means that there is an influence of maternal education on the social development of toddlers in West Java province. The ideal number of children variable has a p-value of 0.003 <0.05, which means that there is an influence between the ideal number of children and toddler development, while the variable use of contraceptives has a p-value of 0.226 > 0.05, which means there is no effect of the use of contraception on development. social behavior of toddlers in West Java Province.

DISCUSSION

The results of the study illustrate the data analysis that the p-value is 0.226 > 0.05, which means that there is no effect between the use of contraception and aspects of social development of toddlers in West Java Province. The use of contraception is conceptually not directly related to BKB activities, but indirectly it also has an impact because by using contraception, couples of childbearing age will be able to minimize unwanted births and focus on the growth and development of children who have already been born.

The results of the study describe a p-value of 0.000 <0.05, which means that there is an influence between mother's education and aspects of social development of toddlers in West Java Province. According to the researchers' assumptions, the effect of education on the social development of toddlers is because the education in the research area is quite good but the education that the respondents have is still not practiced in everyday life, therefore there

is still high maternal education but aspects of poor social development for toddlers. The psychosocial development of preschool-age children themselves can be influenced by the family environment, including the level of education of parents, especially mothers and the limited knowledge of mothers in providing developmental stimulation.

Mothers who have a higher education will find it easier to provide direction, understanding, guidance and care to toddlers because they have high knowledge also related to parenting and will have an impact on the social development of toddlers (Junita, 2021). Mothers who have higher education are also easier to filter incoming information, apply and apply good parenting to toddlers. Education is the basis for a mother to be able to provide the best parenting for her toddler so that the toddler's life is ultimately determined by the education of the mother and the environment around the toddler (Muzzamil, 2017).

Parenting will be influenced by the skills and understanding of the mother in practicing stimulation carried out on children to foster the development of fine and gross motor skills of pre-school children (Maghfiroh, 2020). Encouragement or stimulation must be carried out every time there is an opportunity to interact with children, it can be every day, varied, continuous, and adjusted according to the age of the child's abilities and development. Parents who encourage more often, the social development of children will be much better (Muzzamil, 2017).

Stages of Toddler Social Emotional Development Social development is the development of behavior in toddlers where toddlers are asked to be able to adapt their self-concept to the rules that apply in the social environment (Oktriyanto, Amrullah, Hastuti, & Alfiasari, 2019). In other words, social development is a toddler's learning stage in adjusting to the morals, norms, and traditions of a group (Khoiruddin, 2018). Piaget described a high egocentric nature in toddlers because toddlers have not been able to interpret the different perspectives of other people's minds. In this process, toddlers have not been able to socialize properly and only care about themselves (Matanari, 2020). Toddlers do not yet understand that the environment around them has a different perspective from themselves. Toddlers still do everything for themselves not for others. Initially, social development in toddlers grows from the toddler's relationship with parents and caregivers at home, especially family members. Toddlers begin to play with other people, namely their family (Rahmadianti, 2020).

Without realizing it, toddlers begin to learn to interact with people outside themselves, namely with the people around them (Kaffa, 2021). Social interaction was then expanded, not only with the family in the house but started interacting with neighbors and the next step was

going to school (Matanari, 2020). Toddler social development is obtained from maturity and learning opportunities from various environmental responses to toddlers (Ismiatun, 2020). Optimal social development can be obtained from the opportunities given to toddlers to develop positive self-concepts and healthy social responses (Nadlifah, Latif, Sarah, & Setyaningrum, 2022). Through play activities, toddlers can develop attitudes and interests towards other people. Conversely, activities that are too much dominated by the teacher will be able to hinder the social emotional development of toddlers (Oktriyanto et al., 2019).

The results of the study describe a p-value of 0.003 <0.05, which means that there is an influence between the ideal number of children and aspects of social development for toddlers in West Java Province. Where as many as 958 couples who have an ideal number of children with good social development aspects of toddlers in West Java Province and as many as 525 couples who do not have an ideal number of children with poor social development aspects of toddlers in West Java Province. The results of this study illustrate in accordance with the theory that a family that has an ideal number of children will be able to influence the growth and development of children.

Mothers who have an ideal number of children will be more focused on the growth and development of their toddlers, while mothers who have a number of children that are not ideal, attention, parenting, affection will be divided between the large number of children and will have an impact on physical, mental health and social developmental (Ismiatun, 2020). Children's social development can develop well if parents can provide direction, affection, parenting, understanding and guidance so that toddlers have good and healthy social development (Maghfiroh, 2020).

The social development of children is very dependent on the participation of parents, individual children, adults who are in the community (Dewi, 2020). Regarding social development in children, what is meant is how children at an early age can interact with adults, peers or the wider community so that they can place themselves well according to what the state and nation want (Khoiruddin, 2018). There is a close relationship between happy times with social skills in preschool age children and children's ability to place themselves with the environment (Junita, 2021).

The social development of toddlers is greatly influenced by the process of treating and guiding parents towards toddlers in introducing various norms that apply in society or aspects of social life, this stage is usually said to be socialization (Husna, 2021). Socialization behavior is something that can be learned, not just the result of maturity (Batinah, 2022). The

social development of toddlers is obtained apart from the maturity process also through learning opportunities from responses to behavior (Junita, 2021).

CONCLUSION

Mother's education and number of children have an influence on the social development of toddlers in West Java Province, while the use of contraception has no effect on the social development of toddlers in West Java. From these results it is expected that every couple of childbearing age should have the ideal number of children so they can focus on the growth and development of their toddlers including monitoring social development, and so should mothers have higher education so they can filter information, apply or practice good parenting. to toddlers so that they have healthy and good social development.

ACKNOWLEDGMENTS

Thanks to the Population Research Center of BRIN for collaborating in formulating, providing ideas, support, permitting the use of data and consultants in processing research data based on the 2019 SKAP data used in West Java Province.

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